Amikids Volusia School

2023-24

Schoolwide Improvement Plan (SIP)

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Amikids Volusia

1420 MASON AVE STE A, Daytona Beach, FL 32117

www.amikids.org

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

AMIkids' mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. We strive to provide a safe nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to excellence; thereby reducing juvenile crime.

Provide the school's vision statement.

Our vision is separating a troubled past from a bright future by providing a stimulating learning environment with a team of highly competent and caring staff who will positively impact the lives of at risk youth to become academically-sound, socially-grounded, and self-sufficient citizens.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Torres, Grisel	Director of Education	The Director of Education role provides overall supervision of the academic program. Ensure quality learning services are provided through professional development and effective classroom management. Primary objective and execution of duties is aligned with AMIkids mission to provide a safe and successful learning environment for a diverse population of youth, while encouraging social and emotional development through the achievement of academic and personal goals.Essential Job Duties•Ensure every youth has an individual learning plan to meet their personal academic growth; includes timely maintenance of files with transcripts, assessments, advisement, progress monitoring etc. and incorporation of resources and maintaining inventory,•Establish a master schedule addressing rigorous youth curriculum and individualized needs,•Direct the development of curriculum to ensure core course work, academic requirements and GED/HiSet preparations are met for all subjects, e.g., Language Arts, Math, Science, Social Science, Reading, •Provide supervisory review of Education programs, planning, and services; review youth evaluation and development plans to ensure services are individualized and meet the needs of the youth; collect and evaluate baseline data and develop academic agenda for the accomplishment of desired outcomes,•Ensure implementation of Individual Academic Plans (IAPs); direct the implementation of Individualized Education Programs (IEPs); encourage the development of creative learning environments and teaching methods to facilitate youth involvement and success,•Onboard professional educators and provide constructive feedback, development; and applicable certifications are current, •Secure the ESE/SPED services to meet youth's identified Individual Educational Plan (IEP),•Lead and ensure classroom management is aligned with all components of AMIkids Personal Growth Model (PGM),•Establish effective Interpersonal skills to encourage positive cooperation in the work place, and increase team success,•Manage and document success of established outcomes (e.g. GEDs, grade level progression, industry recognized certifications, credits earned, •Ensure youth successfully transitions from AMIkids as reflected in the youth's transition plan, •Support and direct career and technical education classes as applicable,•Conduct weekly meetings with instructional Team Members to review and set direction of individual youth needs,•Develop internal and external partnerships and maintain professional relationships (e.g., state job services, youth services department, local school systems and service providers in the district); oversee School Improvement Plans and related processes,•Serve as liaison for the Program (e.g., school district contract managers); submit required reports and documentation to school district contract managers; act as liaison between AMIkids Home Office, local School Districts, and regulatory agencies,•Ensure integrity and fidelity of education components;

Name	Position Title	Job Duties and Responsibilities
		maintain current knowledge of industry AMIkids Inc., EOE • Minorities/Females/Protected Veterans/ Disabled • DFWPJob Description–InstructorUpdated: 3.8.2018; 8.26.20202Kids First•Actively supervise and/or coordinate day trips and special activities that involve recreational sports, facility and equipment cleaning, grounds maintenance and equipment relocation,•Attend and maintain appropriate crisis intervention and physical restraint training and certification as defined by state and contract requirements,•Attend and maintain CPR and First Aid certification by nationally recognized organization,•Assist with special projects and other duties as needed.
Sumpter, James	Executive Director	Manage finances within approved budget; understand Program financial reports and take appropriate action to identify trends and discrepancies, ? Partner and support resource development activities to include grant writing, cultivation and stewardship of donors; actively seeking and maintaining a diverse donor base while maintaining AMIkids values, ? Ensure monetary functions are performed within AMIkids and IRS compliance, documentation and reporting regulatory requirements, ? Develop and maintain partnerships with stakeholders and Board Members; serve as a liaison for the Program, ? Create and implement a strong marketing/branding initiative to ensure successful promotion and fundraising of the Program within the community and interested parties, ? Communicate consistently by providing timely and accurate information to applicable parties to support successful functioning of the Program, ? Plan and direct program operations, local revenue generating and fundraising activities to support growth of existing Program and regional expansion while simultaneously retiring debt, ? Lead and manage the administration of program operations to ensure the program is effective and aligned with contract(s) and AMIkids' requirements, ? Provide effective leadership to team members in care of program youth, ? Maintain and promote a culture of quality though strategic goals, reviewing service delivery in regards to outcomes and customer satisfaction, and team member recognition, ? Responsible for interviewing, hiring, and training team members; planning, assigning, and directing work; appraising performance including coaching and future performance development; manage training needs through learning management system; rewarding and disciplining team members; addressing complaints and resolving problems, ? Integrate and oversee the AMIkids Personal Growth Model (PGM) along

Name	Position Title	Job Duties and Responsibilities
		with the Vocational Education initiatives, ? Implement policies and procedures; plan, organize and direct program goals and objectives; in alignment with AMIkids goals and objectives and contract requirements, ? Provide supportive leadership and management by motivating, guiding and developing your team, ? Assess/project compliance and risk management situations and address occurrences immediately, ? Foster productive working relationships with all stakeholders, Effectively perform and manage Executive Director accountabilities with Regional Director and Board of Directors, ? Attend and maintain appropriate crisis intervention and physical restraint training and certification as defined by state and contract requirements, ? Attend and maintain CPR and First Aid certification by nationally recognized organization, ? Assist with special projects and other duties as assigned.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leadership Team reviews data to identify trends that call for intervention and provide data to teachers and parents. Teachers work in collaboration with school leadership and instructional coaches to determine what intervention processes should take place, then work with teachers to implement that intervention plan. This action will then lead to the successful completion of SIP Goals

Parents, students and families are involved in the development of the SIP by attending family engagement activities such as structured Title 1 meetings, family fun days and campus family activities during which they are asked for feedback or may complete a questionnaire.

Businesses and community leaders provide the program with continued support through offers of fundraising, mentorship for students, and professional opinion of ways to improve the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

AMIkids Educational leader will monitor student's Reading and Math progress monthly, using the data to form instructional interventions. The plan will be revised as necessary, with data updates and intervention planning with the instructional coaches to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Commendable 2021-22: Commendable 2020-21: Acceptable

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	2	2	6
One or more suspensions	0	0	0	0	0	0	1	2	3	6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	2	2	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	3	2	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	2	2	6

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	1	1	9
One or more suspensions	0	0	0	0	0	0	1	3	3	16
Course failure in ELA	0	0	0	0	0	0	2	2	3	17
Course failure in Math	0	0	0	0	0	0	2	2	3	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	1	2	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	2	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	2	2	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	2	3	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	2	15
Students retained two or more times	0	0	0	0	0	0	1	0	1	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	1	1	4
One or more suspensions	0	0	0	0	0	0	1	3	3	7
Course failure in ELA	0	0	0	0	0	0	2	2	3	7
Course failure in Math	0	0	0	0	0	0	2	2	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	1	2	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	2	2	6

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	2	3	7

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	2	7
Students retained two or more times	0	0	0	0	0	0	1	0	1	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		44	50		46	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		28	38		33	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		68	64		30	40			
Social Studies Achievement*		59	66		40	48			
Middle School Acceleration					43	44			
Graduation Rate		90	89		65	61			
College and Career Acceleration		65	65		62	67			
ELP Progress		44	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students												
SWD												
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment has become an issue faced by not only school districts across the nation, but also for AMIkids. Being a non-profit organization that does not benefit from any additional funding supplied by Florida's Governor to increase teacher pay has made it incredibly hard for AMIkids to compete when it comes to pay. Teacher recruitment is an area that has become increasingly more difficult. Currently, AMIkids has one certified teacher and has been recruiting for a year with no success. Recruiting and retaining teachers has become a critical need that has to be addressed and a solution found in order to provide quality education services to students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The desired outcome is to hire three effective, certified teachers, and retain them for as long as possible. Two teachers to teach core subject areas, and one teacher to teach Vocational and Employability skills. In order to accomplish this goal, AMIkids has implemented a retention bonus, instructional coaches and a competitive salary and benefits package.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by the Director of Education and the Executive Director by screening applicants, and hiring those that are qualified and appear to be effective educators.

Person responsible for monitoring outcome:

Grisel Torres (gtorres@amikids.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effective, highly-qualified teachers will be able to teach subjects that they are skilled at teaching and students will benefit from teachers who have a solid content knowledge of the subject they teach. By retaining highly qualified teachers, the need for continuous training will decrease creating a cohesive classroom structure. Teachers will become more of a team the longer they work together and students will benefit from their expertise in their content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was chosen because AMIkids has had a significant shortage of certified teachers since the beginning of the 22-23 school year. It is difficult to recruit teachers who will be required to hold dual certifications and teach two content areas for a lower pay scale than they could earn in a public school with a single certification. Along with the dual certification and lower pay scale, teachers at AMIkids are teaching some of the lowest performing students in the district. A study completed by the Northwest Comprehensive Center of Education Northwest states, "Developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure."

https://files.eric.ed.gov/fulltext/ED558138.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Job postings listed in several high-traffic publications where teachers can identify the need at AMIkids.

Person Responsible: James Sumpter (jasumpte@volusia.k12.fl.us)

By When: July 1, 2023

Screen applicants to determine which can be identified as highly-qualified and effective teaching candidates.

Person Responsible: Grisel Torres (gtorres@amikids.org)

By When: October 1, 2023

Hire desired applicants

Person Responsible: James Sumpter (jasumpte@volusia.k12.fl.us)

By When: October 31, 2023

Retain candidates through competitive pay, instructional coaching, professional development, and retention bonuses.

Person Responsible: James Sumpter (jasumpte@volusia.k12.fl.us)

By When: June 30, 2024

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated through the webpage, and also through hard copies placed in the lobby of our location. Because students enroll and leave sporadically, the copies are offered upon enrollment, as well as on an information table in the lobby. The SIP can be converted to other languages through the CIM's website.
website: amikids.org/programs-and-services/programs/amikids-volusia

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

AMIkids holds several family engagement days each school year, during which students and their families are invited to attend fun activities such as bowling, cook outs, field trips, financial planning events etc. During these activities, school personnel communicate the schools mission as well as provide information about student progress. Students also have monthly progress meetings held with all stakeholders that are directly involved with the student's success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

In order to strengthen the academic program in the school, AMIkids will hire highly-qualified, certified teachers. To increase the amount and quality of learning time, students will have access to Reading and Math tutors provided by Catapult learning, this will help to provide an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

AMIkids is a program designed to help students get a "fresh start," and provide them skills that will help to lead to a bright future. We participate in the National School Lunch program and provide Family Centric Services to our students who can benefit from the program. Career and Technical education has been a requirement at AMIkids for many years, students receive Vocational and Employability skills training along with real-world experiences that help to prepare them for the workforce.

> ### Optional Component(s) of the Schoolwide Program Plan
> Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

AMIkids employs a Licensed Mental Health Professional who meets with students each week to provide school-based mental health services. There is also a Family Centrics employee who provides specialized support to students and families in their homes, providing resources and counseling. Mentoring services and service learning activities are requirements of AMIkids locations. Students participate in fieldtrips that provide educational opportunities to experience activities that they may not otherwise have, such as STEM activities at the local library, boating activities, scuba diving, white water rafting, repelling, academic and sporting challenge events, legislative day.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

AMIkids employs a career coordinator and job recruiter to work directly with students, preparing students for the workforce. Students complete a career interest inventory upon enrollment and based upon the results, they are given the opportunity to explore different career paths. Students are enrolled in a CTE course during their time at AMIkids for which they earn credit towards high school graduation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

AMIkids Personal Growth Model is designed to target and reduce risk factors that sustain negative behavior and academic failure, improve successful program completion rates, and promote academic achievement.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

AMIkids provides professional learning through weekly Small Learning Community meetings, annual Education and Workforce Development Conferences, and regular meetings with Instructional Coaches.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A